

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

MATHEMATICS CURRICULUM

Grade 1

July, 2020

Course Overview

Grade 1

The grade 1 mathematics program emphasizes the following content clusters as they align with the grade 1 New Jersey Student Learning Standards: operations and algebraic thinking; number and operations in base ten; measurement and data; and geometry. The content is presented using a concrete, problem solving approach designed to develop critical thinking skills within real world situations. The New Jersey Student Learning Standards for Mathematical Practice: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning are embedded in the daily teaching and learning. Practice of basic skills is ongoing through a variety of routines and activities. Topics are revisited regularly and practice is distributed over time to facilitate full concept development. Program implementation and assessment offer enrichment and reinforcement based on individual student needs. The grade 1 mathematics program helps prepare students to take the New Jersey Student Learning Assessment or any next generation assessment that might be developed. Successful completion of the grade 1 mathematics program prepares students for the second grade mathematics program.




Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

Unit Title: Unit 1 Counting	Timeframe/Pacing: 19 Days
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How does counting help us in our everyday lives? ● How do I count to find out “how many?” ● What patterns do we find in counting? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● A quantity can be represented numerically in various ways. ● Numbers are related to each other. 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ● ■ 1.NBT.A Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. ● ■ 1.OA.C Add and subtract within 20. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). 	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA</p> <ul style="list-style-type: none"> ● SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ● SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6. Produce complete sentences when appropriate to task and situation. <p>Social Studies</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing 	

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

<p>opinions.</p> <ul style="list-style-type: none"> • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 	
<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> • 9.1.4.A.5 - Apply critical thinking and problem-solving skills in classroom and family settings. • 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others. • 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom routines. 	
<p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> • 2.1.2.E.1 - Identify basic social and emotional needs of all people. • 2.1.2.E.2 - Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. • 2.1.2.E.3 - Explain healthy ways of coping with common stressful situations experienced by children. • 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. • 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 	
<p>Pre-Assessment</p> <ul style="list-style-type: none"> • 1.OA.6 • 1.NBT.1 • 1.NBT.3 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> • manipulatives • extended time • scribe • speech to text • challenge questions • specific other accommodations/modifications per a student's IEP or 504 plan

Key:  Major Cluster  Supporting Cluster  Additional Cluster

**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<p>■ 1.OA.C.6 - add and subtract within 20</p>	<p>SMP2 Reason abstractly and quantitatively</p>	<p>Identify dot patterns on Quick Look Cards.</p> <p>Solve simple number stories.</p> <p>Exit Slip</p>	<p>Class Number Line</p> <p>Examples of numbers, shapes, patterns, and measuring tools</p> <p>Resealable bag with 5 objects/one bag per group</p> <p>10-15 counters</p> <p>folder</p> <p>Quick Look Cards (4,5,6,8,9,16,18,19,25)</p> <p>Class Number Line Toolkit pennies</p>	<p>Use of sentence frames, whiteboards, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 1.NBT.B.3-comparing two numbers (less than 20)</p>	<p>SMP2 Reason abstractly and quantitatively</p>	<p>Compare numbers up to 15.</p> <p>Exit Slip</p> <p>Counting by 1s is represented by 1 hop on the number line.</p>	<p>Number Cards for comparing and ordering numbers</p> <p>Class Number Line</p> <p>Play Top-it (number cards 0-15)</p> <p>EM online games (Top-It)</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 1.NBT.A.1-count to 120</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP2 Reason abstractly and quantitatively</p>	<p>Accurately represent a number on a die with the correct number of manipulatives.</p>	<p>Toolkit (Pattern-Block Template, 10 pennies, 1 dot die)</p> <p>Half-sheet of paper</p> <p>Penny-Dice Game (20</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual</p>

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

	<p>SMP5 Use appropriate tools SMP6 Attend to precision</p>	<p>Attempt new counting strategies. Count up and back on a number grid.</p>	<p>pennies, 1 dot die) Class Number Line Estimate how many counters are in a collection Slate for writing numerical answers Class Number Line Play Bunny Hop (1 dot die) Number Line Rolling for 50 (1 dot die, 2 game markers) Number-Grid Slate Math Masters-Sorting Animals by attributes Slate for recording tally marks Play Rock, Paper, Scissors Game Number Line Rolling for 50 (1 dot die, 2 game markers) Number-Grid</p>	<p>instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 1.MD.C.4-organize, represent and interpret</p>		<p>Represent counts with tally marks.</p>	<p>Slate for recording tally marks</p>	<p>Use of number lines, visual aids, sentence frames,</p>

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

<p>data with up to three categories</p>		<p>Interpret data using tally marks.</p> <p>Answering questions about data on a tally chart</p>	<p>Play Rock, Paper, Scissors Game</p>	<p>whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 1.OA.A.1-use addition and subtraction within 20 to solve word problems</p>		<p>Solve simple number stories.</p>	<p>Class Number Line Toolkit pennies</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Benchmark Assessment 1 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Small group support, manipulative tools, speech to text, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> ● Unit 1 Checking Progress ● Unit 1 Open-Constructed Response 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Number line, manipulative tools, speech to text, word bank, sentence frames, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		

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Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

Unit Title: Unit 2 Introducing Addition	Timeframe/Pacing: 18 Days
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can I use addition and subtraction to solve real world problems? ● What strategies can I use to solve real-world problems? ● How are addition and subtraction related? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Numbers can be decomposed to make them easier to combine. ● Addition and Subtraction are related operations. ● Knowing the solutions to one equation can help us know the answer to a related problem. 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ● ■ 1.NBT.A Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. ● ■ 1.OA.C Add and subtract within 20. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). ● ■ 1.OA.A. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA</p> <ul style="list-style-type: none"> ● SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

<ul style="list-style-type: none"> ● SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6. Produce complete sentences when appropriate to task and situation. <p>Social Studies</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 	
<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.1.4.A.5 - Apply critical thinking and problem-solving skills in classroom and family settings. ● 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others. ● 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom routines. 	
<p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> ● 2.1.2.E.1 - Identify basic social and emotional needs of all people. ● 2.1.2.E.2 - Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. ● 2.1.2.E.3 - Explain healthy ways of coping with common stressful situations experienced by children. ● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. ● 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. ● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 	
<p>Pre-Assessment</p> <ul style="list-style-type: none"> ● 1.OA.1 ● 1.OA.6 ● 1.OA.5 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● manipulatives ● extended time ● scribe ● speech to text ● challenge questions ● specific other accommodations/modifications per a student's IEP or 504 plan

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<p>■ 1.OA.C.5-relate counting to addition and subtraction</p>	<p>SMP6-Attend to precision</p>	<p>Use counting strategies to find sums.</p>	<p>Roll and Total (1 die labeled 3-8, 1 dot die) Class number line Tool kit pennies</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 1.OA.C.6 - add and subtract within 20</p>	<p>SMP2-Reason abstractly and quantitatively</p> <p>SMP7-Look for and make use of structure</p>	<p>Use addition to recognize quantities.</p> <p>Find pairs of numbers that add to 10.</p> <p>Find sums less than 10.</p>	<p>Monster Squeeze (2 pennies)Two-Fisted Penny Addition (slate, 10 pennies) Ten Frame Top-It (Math Masters G19-G2) Penny Plate (paper plate, 10 pennies) High Roller (Math Masters G22, 2 dice per students) Quick Looks w/Ten Frames (Quick look cards: 56,70,66,58,60,61,69,65) Solve Penny Drops (10 pennies, 1 container, slate) Mystery Cup Problems</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.</p>

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

			(10 paper cups)	
■ 1.NBT.A.1 - count to 120	SMP6-Attend to precision	Count objects and correctly label counts.	Counting on- calculators Bunny Hop	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.OA.A.1 -use addition and subtraction within 20 to solve word problems	SMP6-Attend to precision	Solve change-to-more number stories with sums to 10. Solve change-to-less number stories with sums to 10. Write number models to represent number stories.	Penny Drop Problems (10 pennies,cup, slate) Rolling for 50	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.OA.D.8 -determine the unknown whole number in addition or subtraction equation relating to three whole numbers		Write number models with unknown sums to solve number stories.	Ten Bears on a Bus(EM Games on-line)	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, and specific

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

				other accommodations/modifications per a student's IEP & 504 plan.
Benchmark Assessment <ul style="list-style-type: none"> Unit 2 Cumulative Assessment 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> 		
Summative Assessment(s) <ul style="list-style-type: none"> Unit 2 Checking Progress 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> Number line, manipulative tools, speech to text, word bank, sentence frames, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		

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Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

Unit Title: Unit 3 Number Stories	Timeframe/Pacing: 20 Days
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How do we use addition and subtraction to solve number stories? ● How do operations affect numbers? ● What makes a computational strategy both effective and efficient? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● There are different strategies to solve a problem, but some are more effective and efficient than others. ● We can use counting to solve number stories that involve addition and subtraction. ● Addition and subtraction are inverse operations. 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ● ■ 1.NBT.A Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. ● ■ 1.OA.A. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. ● ■ 1.OA.C Add and subtract within 20. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). 	
<p>Highlighted Interdisciplinary Connections</p> <p>ELA</p> <ul style="list-style-type: none"> ● R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2. Ask and answer questions about key details 	

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Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

<p>in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <ul style="list-style-type: none"> ● SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6. Produce complete sentences when appropriate to task and situation. <p>Social Studies</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 	
<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.1.4.A.5 - Apply critical thinking and problem-solving skills in classroom and family settings. ● 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others. ● 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom routines. 	
<p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> ● 2.1.2.E.1 - Identify basic social and emotional needs of all people. ● 2.1.2.E.2 - Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. ● 2.1.2.E.3 - Explain healthy ways of coping with common stressful situations experienced by children. ● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. ● 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. ● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 	
<p>Pre-Assessment</p> <ul style="list-style-type: none"> ● 1.OA.1 ● 1.OA.5 ● 1.OA.8 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● manipulatives ● extended time ● scribe ● speech to text ● challenge questions

**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

		<ul style="list-style-type: none"> specific other accommodations/modifications per a student's IEP or 504 plan 		
Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<p>■ 1.OA.C.6 - add and subtract within 20</p>	<p>SMP2 Reason abstractly and quantitatively</p>	<p>Find the total number of dots on dominoes.</p>	<p>Domino top-it (Math Masters G29, dominoes)</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 1.OA.A.1-use addition and subtraction within 20 to solve word problems</p>	<p>SMP2 Reason abstractly and quantitatively</p>	<p>Solve simple number stories and write number models to represent them.</p> <p>Represent a number story with a number model.</p>	<p>EM journal carnival poster Class number line Counters Slate Math Masters pg. 65 Birds in a tree</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

<p>■ 1.NBT.A.1 - count to 120</p>	<p>SMP5 Use appropriate tools</p>	<p>Count up and back on a number line.</p> <p>Use a number grid to solve Frames-and-Arrows problems.</p>	<p>Counting hops (floor number line 0-12) Class number grid, slate Frames and Arrows (Math masters TA14)</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 1.OA.C.5-relate counting to addition and subtraction</p>	<p>SMP5 Use appropriate tools</p> <p>SMP6-Attend to precision</p>	<p>Count back small numbers on a number line to subtract.</p> <p>Use a number grid to solve number stories.</p>	<p>Skip counting (number grid, colored pencils/highlighters) Math Masters TA12</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 1.OA.D.8-determine the unknown whole number in addition or subtraction equation relating to three whole numbers</p>	<p>SMP5 Use appropriate tools</p>	<p>Use a number line to find an unknown number.</p> <p>Find unknown rules in Frames-and-Arrows problems.</p>	<p>Class number line/number grid, counters, Math Masters TA12 Math Masters TA14</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Not applicable 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p>
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> ● Unit 3 Checking Progress ● Unit 3 Open-Constructed Response 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Number line, manipulative tools, speech to text, word bank, sentence frames, extended time and specific other accommodations/modifications per a student's IEP or 504 plan

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Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

Unit Title: Unit 4 Length and Addition Facts	Timeframe/Pacing: 20 Days
Essential Questions <ul style="list-style-type: none">● How do mathematical ideas interconnect and build on one another to produce a coherent whole?● How do operations affect numbers?● What makes a computational strategy both effective and efficient?● How can measurements be used to solve problems?●	
Enduring Understandings <ul style="list-style-type: none">● The length of an object can be determined by using a different object.● Data is factual information that is organized to help me analyze or make decisions.● Addition and subtraction can be modeled in different ways using real-life number stories.●	
Standards Taught and Assessed <ul style="list-style-type: none">● ■ 1.OA.A Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.● ■ 1.OA.C Add and subtract within 20. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).● ■ 1.NBT.C Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.● ■ 1.MD.A Order three objects by length; compare the lengths of two objects indirectly by using a third object. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.● ■ 1.MD.C Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	

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Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

Highlighted Interdisciplinary Connections

ELA

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6. Produce complete sentences when appropriate to task and situation.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Highlighted Career Ready Practices and 21st Century Themes and Skill

- 9.1.4.A.5 - Apply critical thinking and problem-solving skills in classroom and family settings.
- 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom routines.

Social Emotional Learning Competencies

- 2.1.2.E.1 - Identify basic social and emotional needs of all people.
- 2.1.2.E.2 - Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.1.2.E.3 - Explain healthy ways of coping with common stressful situations experienced by children.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

Pre-Assessment <ul style="list-style-type: none"> ● 1.MD.1 ● 1.OA.6 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> ● manipulatives ● extended time ● scribe ● speech to text ● challenge questions ● specific other accommodations/modifications per a student's IEP or 504 plan 		
Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
■ 1.MD.A.1 -order three objects by length	SMP6-Attend to precision	Directly compare the lengths of two objects.	Comparing boxes (2 different size boxes labeled "box 1" and "box 2", 5-inch strip of paper per student, measurement bag for students with string, paper clips and other tools for measurement)	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.MD.A.2 -express the length of an object as a whole number of length units	SMP3-Construct viable arguments and critique the reasoning of others SMP5 Use appropriate tools	Measure length with nonstandard units. Measure length with a nonstandard unit.	Measurement kits for small group/partnership: 20 small paper clips, 20 large paper clips, 20 toothpicks, 30 unit cubes)	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

		Measure length with a nonstandard unit, and identify the best measurement.	Estimate with pencils (3 pencils of differing lengths, 1 unsharpened pencil) slate Math Masters pg. 97 (square pattern blocks or unit cubes)	questions, specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.MD.C.4 -organize, represent, and interpret data with up to three categories	SMP4 -Model with mathematics	Answer questions about data represented by a bar graph.	Tally charts and bar graphs (teacher created tally chart or EM epresentationS2) Math Masters TA15 Math Masters TA18(super hero bar graph)	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.OA.C.6 - add and subtract within 20	SMP1 -Make sense of problems and persevere in solving them SMP2 -Reason abstractly and quantitatively SMP6 -Attend to precision	Demonstrate automaticity with easy sums. Use visual patterns to find the total number of dots. Recognize easy combinations of 10, such as $9 + 1$, $5 + 5$ and $10 + 0$.	Quick Look Cards (79,102,84,121) Roll and Doubles (Math Masters G31), dot die Fact Inventory Record Quick Looks (84,92,88,93,86,90) Fishing for 10 - practicing combinations of 10 (4 sets of number cards 0-10) Facts Inventory Record	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

<p>■ 1.OA.A.2-solve word problems that call for addition of three whole numbers with a sum less than of equal to 20</p>		<p>Solve number stories with three addends.</p>	<p>School supply cards to add three numbers</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 1.NBT.C.5-Given a two digit number, mentally find 10 more/10 less than the number</p>		<p>Find 10 more or 10 less than a given number using a number grid.</p>	<p>Slate Class and individual number grid Large paper cards for numbers 26, 36,46 Partnership (10 coins)</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Unit 4 Cumulative Assessment 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● 		
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> ● Unit 4 Checking Progress 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Number line, manipulative tools, speech to text, word bank, sentence frames, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		

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Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

Unit Title: Unit 5 Place Value and Comparisons	Timeframe/Pacing: 24 Days
Essential Questions <ul style="list-style-type: none">● How do we know the value of a number?● How can patterns on a number grid be used to think about adding two-digit numbers?● How do we use place value to compare numbers?	
Enduring Understandings <ul style="list-style-type: none">● Digits have value based on their specific place in a number.● There are multiple strategies we can use to solve number stories.● The value of each place in a number is ten times the value of the digit to its right..● The length of an object is measured by smaller same size units.	
Standards Taught and Assessed <ul style="list-style-type: none">● ■ 1.OA.A Represent and solve problems involving addition and subtraction.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.● ■ 1.OA.D Work with addition and subtraction equations. 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.● ■ 1.NBT.A Extend the counting sequence.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.● ■ 1.NBT.B Understand place value. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.● ■ 1.NBT.C Use place value understanding and properties of operations to add and subtract. 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	

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Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

- ■ 1.MD.A Measure lengths indirectly and by iterating length units. 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps

Highlighted Interdisciplinary Connections

ELA

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6. Produce complete sentences when appropriate to task and situation.
- W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Highlighted Career Ready Practices and 21st Century Themes and Skill

- 9.1.4.A.5 - Apply critical thinking and problem-solving skills in classroom and family settings.

**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

- 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom routines.

Social Emotional Learning Competencies

- 2.1.2.E.1 - Identify basic social and emotional needs of all people.
- 2.1.2.E.2 - Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
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- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Pre-Assessment

- 1.NBT.2
- 1.NBT.3
- 1.OA.1

Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)

- manipulatives
- extended time
- scribe
- speech to text
- challenge questions
- specific other accommodations/modifications per a student's IEP or 504 plan

Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
■ 1.NBT.B.2- understand that the two-digit number represents amounts of tens and ones.	SMP6 Attend to precision	Solve place-value riddles. Identify digits in 2-digit numbers. Make place-value exchanges.	The Digit Game-comparing numbers (4 each of number cards 0-9 per partnership) Making exchanges -Activity sheet 4 (tens and ones mat)base-10 blocks	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, and specific

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

<p>A-10 can be thought of as a bundle of tens and ones</p> <p>B-The numbers of 11-19 are composed of a ten and a one, etc.</p> <p>C-The numbers 10,20,30, 40,50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, nine (and 0 ones)</p>			<p>(cubes and longs) EM digital games-Exchange Games Discovering patterns: Class Number grid, programming calculators. Penny-Dime Exchange Game(1 die, 30 pennies, 5 dimes, paper labeled “bank”) Before and After Game-one more, one less (4 each of number cards 0-10 per partnership) Number scrolls (Math Masters 133-134</p>	<p>other accommodations/modificat ions per a student’s IEP & 504 plan.</p>
<p>■ 1.NBT.B.3-comparing two numbers (less than 20)</p>		<p>Use relation symbols to compare 2-digit numbers.</p> <p>Use relation symbols to compare 1- and 2-digit numbers.</p>	<p>Math Masters TA21-large number and symbol cards. Slates Play Top-It with Relation Symbols.(Two sets of number cards 0-22, relation symbol cards per partnership)Animal cards(Activity sheets 5-8) Comparing weights of animals Math Masters TA21, TA23-TA26</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, and specific other accommodations/modificat ions per a student’s IEP & 504 plan.</p>
<p>■ 1.OA.D.7- understanding the meaning of the equal sign</p>		<p>Categorize number sentences as true or false.</p>	<p>Play Addition top-it (Math Masters G38 4 each of number cards 0-9 per</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards,</p>

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

			partnership) Large number and symbol cards	manipulatives, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.NBT.A.1 - count to 120	SMP6 Attend to precision	Fill a number scroll to at least 120.	Before and After (Math Masters G39) - Number cards 0-10 (4 of each) Number scrolls/blank number grid (Math Masters 133-134) Facts Inventory Record	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.MD.A.2-express the length of an object as a whole number of length units		Understand that length is the distance along a path.	Base-10 blocks Masking tape path on floor Unsharpened pencils Paper clips Stips of various sizes (Math Masters 137)	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

			Slate	questions, and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.OA.A.1 -use addition and subtraction within 20 to solve word problems		Solve a comparison number story.	Pennies The Difference Game (Math Master G41) - 4 each of number cards 1-10, 40 pennies	Use of number lines, visual aids, sentence frames, whitboards, manipulatives, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.NBT.C.4 -Add within 100 including adding two digit and one digit numbers, and adding a two digit number and a multiple of ten	SMP5 Use appropriate tools	Use a strategy to add a 2-digit number and a 1-digit number. Find the sum of a 1-digit and a 2-digit number.	Number line and grid Base-10 blocks/counters Animal cards with weights Stop and Go (Math Masters G42-G45) (6 GO cards+9,+8,+7,+6,+10,+20 and 6 STOP cards -0, -0, -10,-10,-20,-20) EM online games - Stop and Go	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.
Benchmark Assessment		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)		
<ul style="list-style-type: none"> ● Benchmark Assessment 2 ● Mid-Year Assessment 		<ul style="list-style-type: none"> ● Small group support, manipulative tools, speech to text, extended time and 		

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

	specific other accommodations/modifications per a student's IEP or 504 plan
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> ● Unit 5 Checking Progress ● Unit 5 Open-Constructed Response 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Number line, manipulative tools, speech to text, word bank, sentence frames, extended time and specific other accommodations/modifications per a student's IEP or 504 plan

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Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

Unit Title: Unit 6 Addition Fact Strategies	Timeframe/Pacing: 20 Days
Essential Questions <ul style="list-style-type: none">• What are strategies that can help us become fluent with math facts?• How are addition and subtraction related?• How do operations affect numbers?• How do we use addition and subtraction to solve problems?	
Enduring Understandings <ul style="list-style-type: none">• Numbers greater than 10 can be represented as the sum of the tens and the ones.• There are multiple strategies to use when adding and subtracting.	
Standards Taught and Assessed <ul style="list-style-type: none">• ■ 1.OA.A Represent and solve problems involving addition and subtraction.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.• ■ 1.OA.C Add and subtract within 20. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).• ■ 1.OA.D Work with addition and subtraction equations. 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.• ■ 1.NBT.B Understand place value. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.”• ■ 1.NBT.C Use place value understanding and properties of operations to add and subtract. 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	

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Grade 1 Mathematics Curriculum**

Highlighted Interdisciplinary Connections

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- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6. Produce complete sentences when appropriate to task and situation.
- W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
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Highlighted Career Ready Practices and 21st Century Themes and Skill

- 9.1.4.A.5 - Apply critical thinking and problem-solving skills in classroom and family settings.
- 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom routines.

Social Emotional Learning Competencies

- 2.1.2.E.1 - Identify basic social and emotional needs of all people.
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- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

Pre-Assessment <ul style="list-style-type: none"> ● 1.OA.6 ● 1.OA.7 ● 1.NBT.2 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> ● manipulatives ● extended time ● scribe ● speech to text ● challenge questions ● specific other accommodations/modifications per a student's IEP or 504 plan 		
Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<input type="checkbox"/> 1.MD.B.3 -Tell and write time in hours and half hours	SMP5 Use appropriate tools	Read time to the hour on an hour-hand-only analog clock.	Classroom or model Analog clock Activity Sheet 9 Colored pencils, brad	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
<input checked="" type="checkbox"/> 1.NBT.C.4 -Add within 100 including adding two digit and one digit numbers, and adding a two	SMP5 Use appropriate tools	Use tools to add 2-digit numbers to 1-digit numbers and multiples of 10.	Student Animal cards (from previous unit)whiteboard, counters, base-10 blocks.	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

digit number and a multiple of ten			EM Games (on-line) Basketball Addition	instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.OA.C.6 - add and subtract within 20	SMP2 Reason abstractly and quantitatively	Use doubles facts to solve other addition facts. Apply the making-10 strategy to find sums. Represent strategies for addition in writing.	Quick Look Cards: 73, 78, 79, 81, 84, 96, and 107 ten frame and counters Quick Look Cards: 95, 98, 114, and 116 EM Games online - Ten Bears on a Bus	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.OA.A.1 -use addition and subtraction within 20 to solve word problems	SMP1 -Make sense of problems and persevere in solving them	Make sense of and solve a two-step number story.	<i>Math Masters</i> : pp. 170-171 <i>My Reference Book</i> : p. 3	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.OA.D.7 - understanding the meaning of the equal sign	SMP1 -Make sense of problems and persevere in	Generate equivalent names for numbers.	Slate Counters	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

	solving them		Name Collection Boxes	questions, specific other accommodations/modifications per a student's IEP & 504 plan.
<p>■ 1.NBT.B.2- understand that the two-digit number represents amounts of tens and ones.</p> <ul style="list-style-type: none"> A-10 can be thought of as a bundle of tens and ones 	SMP2 Reason abstractly and quantitatively	<p>Make place-value exchanges and identify places in numbers.</p> <p>Make place-value exchanges.</p>	<p>Base-10 blocks Place value mats (<i>Math Masters</i>, page TA29) <i>Math Masters</i>: pp. TA29–TA32 per child: 20 pennies, 20 dimes, 5 one-dollar bills</p> <p>Penny-Dime-Dollar (<i>Math Masters</i>: pp. TA30, G48 (optional) per partnership: 2 dice, 5 one-dollar bills, 20 dimes, 20 pennies</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>Benchmark Assessment</p> <ul style="list-style-type: none"> Unit 6 Cumulative Assessment 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> Number line, manipulative tools, speech to text, word bank, sentence frames, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> Unit 6 Checking Progress 				

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Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

Unit Title: Unit 7 Subtraction Fact Strategies and Attributes of Shapes	Timeframe/Pacing: 18 Days
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How are addition and subtraction related? ● How do we compare/contrast shapes using their defining and non-defining attributes? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Addition and subtraction have an inverse relationship and can be used to solve problems and check answers.. ● There are different strategies to solve a problem, but some are more effective and efficient than others. 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ● ■ 1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction. 3. Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) Understand and apply properties of operations and the relationship between addition and subtraction. 4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. ● ■ 1.OA.C Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Add and subtract within 20. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). ● ■ 1.OA.D Work with addition and subtraction equations. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \diamond - 3$, $6 + 6 = \diamond$. 	

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

Highlighted Interdisciplinary Connections

ELA

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6. Produce complete sentences when appropriate to task and situation.
- W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. • 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Highlighted Career Ready Practices and 21st Century Themes and Skill

- 9.1.4.A.5 - Apply critical thinking and problem-solving skills in classroom and family settings.
- 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom routines.

Social Emotional Learning Competencies

- 2.1.2.E.1 - Identify basic social and emotional needs of all people.
- 2.1.2.E.2 - Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.1.2.E.3 - Explain healthy ways of coping with common stressful situations experienced by children.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Pre-Assessment

- 1.OA.4
- 1.OA.6
- 1.OA.8

Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)

- manipulatives
- extended time
- scribe

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

				<ul style="list-style-type: none"> ● speech to text ● challenge questions ● specific other accommodations/modifications per a student's IEP or 504 plan
Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
<p>■ 1.OA.B.3-apply properties of operations as strategies to add and subtract</p>	<p>SMP7 Look for and make use of structure</p>	<p>Record addition and subtraction facts to represent dominoes.</p>	<p>Math Masters pg. 181 2 dominoes per student</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 1.OA.B.4-understand subtraction as an unknown-addend problem</p>	<p>SMP7 Look for and make use of structure</p>	<p>Identify the unknown quantity while playing <i>Salute!</i></p>	<p>Play Salute! (4 each of number cards 0-10) EM Games online- Penny Plate 10</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

<p>■ 1.OA.C.6 - add and subtract within 20</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP2 Reason abstractly and quantitatively</p>	<p>Record number sentences with an unknown quantity.</p> <p>Write and solve number sentences with unknowns to check “What’s My Rule?” problems..</p>	<p>EM Games online- Penny Plate 20 Math Masters TA33 TA35 Slate Activity Sheets 10-12(Fact Triangles) Play Beat the Calculator Class number line Play Salute! Play Tric Trac (Math Masters G54, 2 dot dice 20 pennies per partnership)or EM Games online: Tric Trac, Beat the computer</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student’s IEP & 504 plan.</p>
<p>■ 1.OA.D.8-determine the unknown whole number in addition or subtraction</p>	<p>SMP2 Reason abstractly and quantitatively</p> <p>SMP8 Look for and express regularity in repeated reasoning</p>	<p>Apply a counting strategy to solve subtraction facts.</p>	<p>Magic Bag (paper bag craft sticks) Math Masters TA 33 TA 35 Math Masters TA 37 Math Masters 210 Square and triangle pattern blocks Pattern block template</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student’s IEP & 504 plan.</p>
<p>■ 1.OA.C.5-relate counting to addition and subtraction</p>	<p>SMP1 Make sense of problems and persevere in solving them</p>	<p>Apply a counting strategy to solve subtraction facts.</p>	<p>Cards for Salute Class number line Slate EM games online - Top-it</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual</p>

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

			Dominoes	instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
<p>⊙ 1.G.A.1-distinguish between defining attributes</p>	<p>SMP1 Make sense of problems and persevere in solving them</p> <p>SMP6 Attend to precision</p> <p>SMP7 Look for and make use of structure</p>	<p>Identify attributes of triangles.</p> <p>Recognize defining attributes of squares.</p>	<p>Attribute blocks</p> <p>Triangles and rectangles for comparing and contrasting</p> <p>Pattern-Block Template</p> <p>Chart paper</p> <p>Two-Dimensional Shapes</p> <p>Poster</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>□ 1.MD.B.3-Tell and write time in hours and half hours</p>	<p>SMP5 Use appropriate tools</p>	<p>Show time to the hour on an analog clock.</p>	<p>Analog clock</p> <p>Math Master p.215 (clock with missing numbers, scissors, brads)</p> <p>Slate</p> <p>Math Master p.216 (Analog and Digital clock)</p> <p>Time Math Game (G55-G57) - Time Match Cards</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Not applicable 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ●
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> ● Unit 7 Checking Progress ● Unit 7 Open-Constructed Response 	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Number line, manipulative tools, speech to text, word bank, sentence frames, extended time and specific other accommodations/modifications per a student's IEP or 504 plan

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Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

Unit Title: Unit 8 Geometry	Timeframe/Pacing: 18 Days
Essential Questions <ul style="list-style-type: none"> ● How can place-value help us add and subtract? ● How can picture graphs and bar graphs be used to represent data sets? ● How can bar graphs be used in solving simple addition and subtraction problems? 	
Enduring Understandings <ul style="list-style-type: none"> ● Data can be represented visually in multiple ways. ● Some questions can be answered by collecting and analyzing data. 	
Standards Taught and Assessed <ul style="list-style-type: none"> ● ■ 1.MD.C. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. ● ■ 1.NBT.C Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 	
Highlighted Interdisciplinary Connections ELA <ul style="list-style-type: none"> ● SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ● SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6. Produce complete sentences when appropriate to task and situation. Social Studies <ul style="list-style-type: none"> ● 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. ● 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions. 	

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

<p>Highlighted Career Ready Practices and 21st Century Themes and Skill</p> <ul style="list-style-type: none"> ● 9.1.4.A.5 - Apply critical thinking and problem-solving skills in classroom and family settings. ● 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others. ● 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom routines. 				
<p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> ● 2.1.2.E.1 - Identify basic social and emotional needs of all people. ● 2.1.2.E.2 - Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. ● 2.1.2.E.3 - Explain healthy ways of coping with common stressful situations experienced by children. ● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. ● 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. ● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 				
<p>Pre-Assessment</p> <ul style="list-style-type: none"> ● 1.NBT.5 ● 1.MD.4 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● manipulatives ● extended time ● scribe ● speech to text ● challenge questions ● as per a student's IEP or 504 		
<p>Student Learning Objectives: We are learning to/that...</p>	<p>Student Strategies (Mathematical Practices)</p>	<p>Formative Assessment</p>	<p>Activities and Resources</p>	<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p>
<p>⊙ 1.G.A.1-distinguish between defining attributes</p>	<p>SMP6 Attend to precision</p> <p>SMP7 Look for and make use of structure</p>	<p>Identify defining attributes of a triangle.</p> <p>Distinguish between defining and</p>	<p>Making shapes (15 twist ties, 3 each of 8 inch straws 6 inch straws, 4 inch straws)</p> <p>Play I Spy</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual</p>

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

		non-defining attributes of a cylinder.	A ball, a can, a box 3-dimensional shape blocks Everyday objects Math Masters TA 40	instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
⊙ 1.G.A.2-Compose two dimensional or three dimensional shapes to create composite shapes		Create a composite shape.	Math Masters 235-236 scissors/plastic baggie Play Make my Design (pattern blocks , folder)	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
⊙ 1.G.A.3-partition circles and rectangles into two and four equal shares	SMP4 Model with mathematics SMP6 Attend to precision	Partition a rectangle into two equal shares. Name one equal share of a whole. Use a model to compare halves and fourths.	Pattern Block Template Modeling clay/play-dough Math Masters 225 scissors/tape/glue Two equal shares poster Whiteboard Leftover materials from Math Masters 225 Four Equal shares poster Cut triangle from Math Masters pg 232, 233	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
▣ 1.MD.B.3-Tell and write time in hours and half hours	SMP5 Use appropriate tools	Read time to the half hour.	Time Museum (chart paper labeled: one hour, one half hour, one minute, one second for listing personal references)	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

			<p>Toolkit clocks Demonstration clock Digital clock Blank Analog and Digital clocks (Math Master 216)</p>	<p>instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 1.MD.C.4-Organize, represent and interpret data for up to three categories</p>	<p>SMP2 Reason abstractly and quantitatively</p>	<p>Represent data in a bar graph.</p>	<p>Tally chart Blank bar graph (TA18) Literature Link: <i>Lemonade for Sale</i> Question Cards (Math Masters 246-247)</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>■ 1.NBT.C.5-Given a two digit number, mentally find 10 more/10 less than the number</p>		<p>Find 10 more or 10 less than a number. Solve 10 more and 10 less problems.</p>	<p>Number grid Base-10 blocks Sticky notes Digit Detective cards (Math Master 255)</p>	<p>Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.</p>
<p>Benchmark Assessment</p> <ul style="list-style-type: none"> Unit 8 Cumulative Assessment 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> Number line, manipulative tools, speech to text, word bank, sentence frames, extended time, specific other accommodations/modifications per a student's IEP or 504 plan 		
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> Unit 8 Checking Progress 				

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Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

Unit Title: Unit 9 Two Digit Addition and Subtraction and Review	Timeframe/Pacing: 23 Days
<p>Essential Questions</p> <ul style="list-style-type: none"> ● What patterns do we find in counting? ● What strategies can I use to solve real world problems? ● How are addition and subtraction related? ● How can measurements be used to solve problems? ● How does understanding place value help you compare numbers? 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● The length of any object can be used as a measurement unit for length (ie. paperclip), but a standardized unit such as an inch or centimeter is always the same length. ● Adding or subtracting groups of tens is similar to adding and subtracting less than ten. ● We can use a variety of strategies to solve addition and subtraction problems ● We can use place value concepts to solve multi-digit addition and subtraction problems. 	
<p>Standards Taught and Assessed</p> <ul style="list-style-type: none"> ● ■ 1.MD.A Measure lengths indirectly and by iterating length units. 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps ● ■ 1.OA.A Represent and solve problems involving addition and subtraction.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. ● ■ 1.NBT.B Understand place value. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. ● ■ 1.NBT.C Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and 	

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Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum

strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Highlighted Interdisciplinary Connections

ELA

- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6. Produce complete sentences when appropriate to task and situation.
- W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Social Studies

- SS- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Highlighted Career Ready Practices and 21st Century Themes and Skill

- 9.1.4.A.5 - Apply critical thinking and problem-solving skills in classroom and family settings.
- 6.1.P.A.3 - Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.A.1 - Demonstrate an understanding of rules by following most classroom routines.

Social Emotional Learning Competencies

- 2.1.2.E.1 - Identify basic social and emotional needs of all people.
- 2.1.2.E.2 - Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.1.2.E.3 - Explain healthy ways of coping with common stressful situations experienced by children.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

<ul style="list-style-type: none"> 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 				
Pre-Assessment <ul style="list-style-type: none"> 1.NBT.3 1.NBT.4 1.OA.1 		Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504) <ul style="list-style-type: none"> manipulatives extended time scribe speech to text challenge questions specific other accommodations/modifications per a student's IEP or 504 plan 		
Student Learning Objectives: We are learning to/that...	Student Strategies (Mathematical Practices)	Formative Assessment	Activities and Resources	Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)
■ 1.MD.A.2 express the length of an object as a whole number of length units	SMP5 Use appropriate tools SMP6 Attend to precision	Measure length accurately with nonstandard units.	Making Rulers- Math Masters 260 Strips of construction paper, scissors, glue Paper clip ruler- 10 paper clips per student Slate	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.OA.A.1 use addition and subtraction within 20 to solve word problems	SMP2 - Reason abstractly and quantitatively	Solve comparison number stories using a number grid or base-10 blocks.	Class number grid Base-10 blocks Math Journal School Store mini-poster	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual

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**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

				instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.NBT.C.6 subtract multiples of 10 within 10-90	SMP6 Attend to precision	Solve a 2-digit subtraction number story and explain strategies used.	EM Games Online- Stop and Go Math Journal Vending Machine Poster Math Masters TA42 Slate Base-10 blocks	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.NBT.C.4 -Add within 100 including adding two digit and one digit numbers, and adding a two digit number and a multiple of ten	SMP6 Attend to precision	Add 2-digit numbers and explain strategies used. Use strategies to add 2-digit numbers. Use tools and strategies to solve 2-digit number stories and record number models.	School Store mini-poster (math journal) Math masters 266 Class number grid Vending machine poster(Math Masters TA42 Base 10 blocks Dimes Animal cards for solving animal stories	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.NBT.B.3 comparing two numbers (less than 20)	SMP7 Look for and make use of structure	Record comparison number models using < and >.	Slate, counters, base 10 blocks, Class number grid Coins	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

			EM Games online- Top-it EM Games online- Baseball	instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
■ 1.NBT.B.2. understand that the two-digit number represents amounts of tens and ones.	SMP7 Look for and make use of structure	Identify the number of tens and ones in a 2-digit number and the value of each digit.	Slate Base-10 blocks Blank number grid Math Masters (TA43) Number grid Sticky notes EM Online Games (Exchange)	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
⊙ 1.G.A.1 -distinguish between defining attributes	SMP3 Construct viable arguments and critique the reasoning of others	Compose and name 3-dimensional shapes.	Classroom objects (cylinder, cube, sphere) 3-D shape blocks Plastic egg Everyday objects Cylinder, Cone, Cube, Rectangular Prism Templates (Math Masters 279-282) Scissors Tape 3-D Shape Cards (TA40)	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, specific other accommodations/modifications per a student's IEP & 504 plan.
⊙ 1.G.A.2 -Compose two	SMP3 Construct viable arguments and critique the	Compose and name 3-dimensional shapes.	Classroom objects (cylinder, cube, sphere)	Use of number lines, visual aids, sentence frames,

Key: ■ Major Cluster □ Supporting Cluster ⊙ Additional Cluster

**Hillsborough Township Public Schools
Grade 1 Mathematics Curriculum**

dimensional or three dimensional shapes to create composite shapes	reasoning of others		3-D shape blocks Plastic egg Everyday objects Cylinder, Cone, Cube, Rectangular Prism Templates (Math Masters 279-282) Scissors Tape 3-D Shape Cards (TA40)	whiteboards, manipulatives, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.
<p>⊙ 1.G.A.3-partition circles and rectangles into two and four equal shares</p>	SMP3 Construct viable arguments and critique the reasoning of others	Record a name for all the parts of a shape divided into equal shares.	Granola squares for sharing (Math Master 284) Scissors Tape/glue Watermelon circles (Math Master 285)	Use of number lines, visual aids, sentence frames, whiteboards, manipulatives, peer support, individual instruction, challenge questions, and specific other accommodations/modifications per a student's IEP & 504 plan.
<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Benchmark Assessment 3 ● End of the Year Assessment 		<p>Modifications/Accommodations (ELL, Special Education, Gifted, At-Risk of Failure, 504)</p> <ul style="list-style-type: none"> ● Small group support, number line, manipulative tools, speech to text, word bank, sentence frames, extended time and specific other accommodations/modifications per a student's IEP or 504 plan 		
<p>Summative Assessment(s)</p> <ul style="list-style-type: none"> ● Unit 9 Checking Progress ● Unit 9 Open constructed Response 				

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Bibliography Grade One

Supplemental Materials/Resources:

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Dairyko, M. E., Flanders, J., McCall, R. M., Moran, C. G., Randall Kelso, R. *Everyday mathematics: My reference book. Fourth Edition 2020.* McGraw Hill: Chicago.

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McGraw Hill, *Everyday mathematics: English learners handbook. Co Fourth Edition 2020.* McGraw Hill: Chicago.

Digital Materials:

McGraw Hill ConnectEd - all materials are available in both print and digital formats